

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

DIRECTORATE OF RESEARCH

THE DEVELOPMENT AND CONSTRUCT VALIDATION OF THE SMALL UNIT EQUAL OPPORTUNITY CLIMATE SURVEY

by

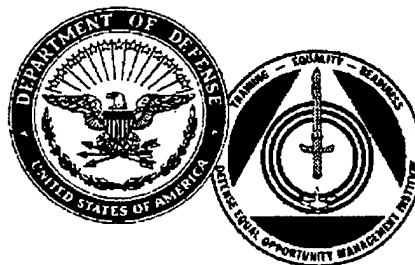
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The Development and Construct Validation of the
Small Unit Equal Opportunity Climate Survey

Abstract

An equal opportunity climate survey suitable for use at small units is a needed supplement to the standard Military Equal Opportunity Climate Survey (MEOCS). The standard MEOCS uses a critical incident approach to assess a military unit's equal opportunity climate. However, many small military units lack the racial and gender diversity needed for critical incident measures. This report describes the creation of a climate assessment instrument suitable for use at small units. The small unit survey makes use of attitudinal items to measure the domain covered by MEOCS. This report presents the psychometric analyses of a pilot test version of the instrument, a construct validity study comparing the new survey to the MEOCS, a recommendation for the revised version of the instrument for use within military commands, and recommendations for additional research for the further development and validation of the instrument.

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The opinions expressed in this report are those of the authors and should not be construed to represent the official position of DEOMI, the military services, or the Department of Defense.

Introduction

The Defense Equal Opportunity Management Institute (DEOMI) has offered a diagnostic instrument entitled the Military Equal Opportunity Climate Survey (MEOCS) to military commanders since June of 1990¹. The instrument has been widely used by units composed of both civilian and military personnel. As of July 1996, more than 400,000 people had completed the MEOCS and 3,565 reports regarding the equal opportunity climate at various units had been prepared. The wide use of the instrument indicates the MEOCS is viewed by military practitioners as a valuable organizational development tool. The psychometric properties of the MEOCS have been documented previously, demonstrating the instrument's reliability and construct validity (e.g., Dansby & Landis, 1991; Landis, Dansby & Faley, 1993).

The MEOCS operationalizes the equal opportunity (EO) climate of a unit by asking respondents to focus on items that describe positive or negative behavioral interactions between and among people of different races, ethnicities, or gender. The measure of the EO climate is based on respondents' perceptions of the likelihood of the different positive or negative EO behaviors occurring within their unit. For example, respondents are asked to indicate the chance that "a minority man made off-color remarks about a minority woman," or a "male supervisor touched a female peer in a friendly manner, but never touched male peers." Technically, in order to respond to items such as these, there should logically exist diversity with regard to ethnicity, race, and gender. If there are no "minority women" or no "female peers" within a particular unit, a respondent from that unit might experience difficulty responding to the items. Large units have been successfully able to use the critical incident approach because their size and demographic composition (racial, ethnic, and gender diversity) allow the possibility for the described behavioral interactions to have actually occurred. The expectation of diversity within the unit provides the occasion for several useful processes. For example, the "feedback package" returned to units makes use of the demographic diversity found at large units. The average differences among scale scores of the unit's different demographic subgroups are routinely provided as "disparity indices" to unit commanders for comparative purposes. Furthermore, the accumulation of a large data base of information provides a robust profile of the climate across different demographic groups.

Small units that have used the MEOCS designed for larger entities have raised concerns with the approach described above (Dansby, 1994). Their small size often limits the racial, ethnic, and gender diversity found at the unit. Thus, in many cases, the critical incidents described in the MEOCS items could not possibly occur simply because of the small unit's relatively homogenous work force. Even when racial, ethnic, and gender diversity is found at a small unit, the level of diversity may not be sufficient to allow a valid comparison of subgroup response means. (Five people in each of the race and

¹ The introductory portion of this report is based largely on material previously reported in DEOMI Research Series Pamphlet 95-10. Pamphlet 95-10 contains a more complete description of the earliest work on the Small Unit Equal Opportunity Climate Instrument, as well as an analysis of exploratory data gathered in 1995.

gender categories has been determined to be the minimum needed to use the standard MEOCS effectively.) The prospective use of the instrument as an organizational development tool for small units makes it imperative that the instrument achieve high levels of reliability and validity--even more so than instruments used with large units. One could argue that the potential negative consequences stemming from misuse of the instrument and misinterpretation of results are likely to be magnified at small units. Anonymity is more difficult to achieve, and interpersonal and intergroup relations may be more intense.

In an attempt to modify the large unit MEOCS so that it is appropriate for use at small units, regardless of their demographic composition, all critical incident items that describe behavioral interactions have been scrutinized, modified or, if necessary, replaced. Attitudinal items designed to measure the same factors as the standard MEOCS have been generated and tested. (It should be noted that part of the instrument that has come to be known as the MEOCS includes attitudinal scales that measure perceptions of work group effectiveness, organizational commitment, and job satisfaction. We believe that these scales are appropriate for any size unit and need no modification. Part VI of the current MEOCS, drawn from the Racial Attitudes and Perceptions Survey [RAPS; Hiett et al., 1978], is also based on general attitudinal measures and needs only slight modification for use at small units.)

Current Instrument Development

The development of the Small Unit Equal Opportunity Climate Instrument began during the summer of 1995. Summer research fellows employed by DEOMI participated in brainstorming sessions to develop items for the modified instrument. Whenever possible, the critical incident items in the different subscales of the MEOCS were replaced with corresponding items designed to reflect the attitude underlying the critical incident. In many cases, new items were constructed to measure the focal construct. The resulting list of 130 items was examined for specificity and redundancy, and subsequently reduced to 115 items. Two attitudinal items that measure the respondent's perception of the overall EO climate at the unit were also added to this early "beta test" version of the instrument.

This beta test version was administered to a convenience sample of 65 military reservists who were attending a DEOMI course during the summer of 1995. An additional 26 cases were gathered from a group of experienced Equal Opportunity Advisors who visited DEOMI. Both groups were asked for their comments concerning problem items and, based on this feedback, a number of adjustments were made. The EO Advisors also discussed the potential use of the instrument as an organizational development tool. Considerable enthusiasm was generated due to the instrument's potential for use at units regardless of size or composition. This early administration of the survey allowed the prospective items to be examined for variance and restriction of range. Respondents' comments also led to the generation of additional items. Appendix 1 contains the resultant 132 items in what became the pilot test version of the survey.

Goals in the Present Study

The following goals were established for the present study. First, the pilot test version was to be trial-tested in a demographically representative and large sample of Coast Guard service personnel. Second, evidence for the new measure's scale structure, reliability, validity, and usability was to be examined and described. Third, recommendations for future research on the instrument were to be presented.

Method in Current Study

During the summer of 1996, a number of operational military units from the U. S. Coast Guard were asked to participate in the pilot testing of the Small Unit MEOCS. The units were employed in a diverse array of operational Coast Guard missions including Search and Rescue, Environmental Protection and Marine Safety, Aids to Navigation, and Law Enforcement. The units were typical of the majority of Coast Guard units in that they were geographically dispersed and small in size relative to Department of Defense units. The 15 units asked to participate ranged in size from a low of 10 to a high of 300 personnel. The number of personnel provided by the commands for survey administration varied with each unit. In some cases the entire unit was available. In other cases, operational demands made portions of the units' work force unavailable (duty watch standers, and unit personnel actively engaged in air and sea cases at the time of survey administration). An examination of unit demographics and personnel records indicated that the respondents were demographically typical of Coast Guard personnel in general and that the sample method did not result in any obvious demographic bias.

To meet the goal of establishing convergent and discriminant validity estimates, each respondent was asked to complete both the pilot test version of the Small Unit Equal Opportunity Climate Survey (SUEOCS - See Appendix 1) and the standard Military Equal Opportunity Climate Survey (MEOCS - See Appendix 2). A total of 430 usable sets of surveys were gathered by the end of July 1996.

Results

Factor Analysis of SUEOCS

A principle axis factor analysis with varimax rotation was conducted with the SUEOCS data to provide initial description of the scale structure of the items. The application of the scree criterion led to our accepting a six-factor solution. Four of the six factors were readily interpretable and two factors themselves appeared complex. Thus, a second order factor analysis followed by an oblique rotation was conducted on each of the two complex factors (Factors 1 and 2 of the six-factor solution). Items that loaded on factors in addition to Factors 1 and 2 respectively were not included in these analyses. The two second-order factor analyses indicated the presence of two readily interpretable subscales corresponding to complex factors one and two. All interpretable factors and their associated item loadings follow.

FACTOR 1 - Complex Factor

ITEM ²	FACTOR 1 LOADINGS
SGV30	.62802
SGV53	.62371
SGV16	.60903
SGV93	.60770
SGV3	.59835
SGV110	.58657
SGV17	.58365
SGV122	.58240
SGV73	.58117
SGV18	.58101
SGV72	.57367
SGV109	.57040
SGV14	.56231
SGV120	.54737
SGV25	.53452
SGV105	.53344
SGV95	.52895
SGV96	.52853
SGV9	.51762
SGV21	.51681
SGV119	.50851
SGV56	.50212
SGV45	.49170
SGV4	.48799
SGV19	.48274
SGV74	.48234
SGV87	.48197
SGV15	.47212
SGV10	.47142
SGV52	.44776
SGV44	.44179
SGV117	.44051
SGV5	.43717
SGV43	.43632
SGV59	.42707

² The designator "SGV" for each item symbolizes "small group version"

SGV79	.42524
SGV125	.40574
SGV7	.36568
SGV127	.34325

A second-order factor analysis of complex factor 1 yielded two oblique but interpretable subfactors:

Factor 1 Subscale 1: Personal Sexist Attitudes and Beliefs of the Respondent

ITEM	SUBSCALE 1 LOADINGS
SGV73	.85848
SGV53	.75083
SGV3	.72671
SGV16	.60242
SGV44	.56053
SGV74	.55763
SGV72	.51813
SGV10	.41709
SGV56	.39920
SGV14	.39128
SGV127	.31833

Factor 1 Subscale 2: Belief in the Existence of Reverse Discrimination within the Unit

ITEM	SUBSCALE 2 LOADINGS
SGV25	.76104
SGV9	.72926
SGV18	.67507
SGV125	.48809
SGV5	.47610
SGV93	.47312
SGV19	.42329
SGV122	.37976
SGV7	.37419
SGV95	.36988
SGV15	.36668
SGV4	.33168

Factor 2: Complex Factor

ITEM	FACTOR LOADING
SGV91	.69777
SGV103	.66623
SGV42	.66200
SGV68	.65704
SGV67	.64914
SGV40	.61260
SGV85	.60586
SGV111	.58823
SGV130	.58391
SGV46	.55382
SGV55	.55277
SGV78	.54418
SGV57	.52888
SGV23	.51040
SGV62	.50783
SGV33	.48681
SGV90	.48474
SGV50	.47386
SGV128	.47066
SGV82	.46874
SGV86	.46487
SGV29	.45701
SGV94	.44499
SGV123	.44018
SGV32	.43410
SGV116	.41599
SGV75	.32138
SGV35	.31995
SGV102	.31550
SGV39	.30003

**Factor 2, Subscale 1: Belief in the Existence of Unit-Based Differential Command
Behavior Toward Women and Minorities**

ITEM	FACTOR LOADING
SGV67	.89892
SGV68	.75930
SGV42	.73550
SGV103	.71188
SGV91	.68826

SGV23	.65553
SGV78	.55927
SGV40	.50834
SGV55	.50752
SGV85	.47455
SGV130	.42066
SGV82	.41943
SGV57	.40798

Factor 2 Subscale 2: Belief in the Existence of Racist Attitudes in the Unit

ITEM	FACTOR LOADING
SGV46	.68564
SGV32	.66310
SGV128	.63247
SGV102	.49276
SGV62	.48781
SGV116	.42694

FACTOR 3: Personal Attitude toward Equal Opportunity/Affirmative Action Programs and Training

ITEM	FACTOR LOADING
SGV63	.75638
SGV61	.71231
SGV51	.69449
SGV36	.69174
SGV66	.67746
SGV71	.66961
SGV121	.64554
SGV20	.61797
SGV8	.61421
SGV84	.57200
SGV65	.57004
SGV97	.55683
SGV22	.52043
SGV11	.51102
SGV47	.49984
SGV64	.49549
SGV34	.46242
SGV58	.43044

FACTOR 4: Belief in the Existence of Sexist and Racist Behaviors within the Unit

ITEM	FACTOR LOADING
SGV88	.65634
SGV126	.56780
SGV76	.55126
SGV89	.54969
SGV27	.54620
SGV24	.54564
SGV114	.52910
SGV26	.48826
SGV115	.47204
SGV81	.46936
SGV12	.45678
SGV77	.44440

FACTOR 5: Belief in the Unit's Acceptance of Diversity

ITEM	FACTOR LOADING
SGV100	.55662
SGV112	.53760
SGV49	.49651
SGV70	.47364
SGV101	.46024
SGV54	.42725
SGV124	.42575
SGV92	.41972
SGV41	.41342
SGV106	.41237
SGV98	.41159
SGV108	.38834
SGV80	.38552
SGV6	.38196
SGV83	.33932
SGV38	.32549
SGV104	.31783
SGV13	.30675

FACTOR 6: Personal Feelings Regarding Verbal Abuse of Women and Minorities

ITEM	FACTOR LOADING
SGV99	.62297
SGV48	.59494
SGV107	.56439
SGV28	.54959
SGV31	.54325
SGV60	.43495

The results of the factor analysis of the new scale items indicated initial evidence of the usefulness of the newly designed climate survey items. Following the factor analysis, each subscale was further scrutinized with regard to reliability. Reliability analyses follow:

Reliability Analysis

The factor analysis results reported above were used to create scales that were subsequently analyzed for internal consistency. Because the length of the final instrument was a concern, an attempt was made to balance the desire to create scales with high internal consistency indices and the need to have robust, concise measures. Thus, the number of items included in each scale was limited, once an acceptable level of internal consistency was achieved. The resultant scales created from items that loaded on the various factors showed acceptable levels of internal consistency ranging from .80 to .93 except for one scale whose Cronbach alpha was .74. The reliability analyses for the scales are displayed below.

Scale 1: Personal Sexist Attitudes and Beliefs of the Respondent

RELIABILITY ANALYSIS - SGSCAL1

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV73	34.9485	47.8180	.6799	.8255
SGV53	35.1250	47.6723	.6681	.8263
SGV3	35.0049	47.7297	.6279	.8297
SGV16	35.1642	47.4595	.6051	.8319
SGV44	4.6275	51.3744	.5415	.8384
SGV74	35.0907	50.6134	.5281	.8390

SGV72	35.0270	49.6184	.5766	.8348
SGV10	35.0907	49.5274	.5142	.8404
SGV56	36.2279	50.1174	.4658	.8450
SGV127	35.0907	52.4758	.3437	.8553

Reliability Coefficient

N of Cases = 408.0 N of Items = 10

Alpha = .8508

Scale 2: Belief in the Existence of Reverse Discrimination within the Unit

RELIABILITY ANALYSIS - SGSCAL2

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV25	26.9042	33.3135	.6401	.7853
SGV9	26.7666	34.5587	.5690	.7955
SGV18	26.4619	34.7763	.6228	.7902
SGV125	27.0025	35.1896	.4395	.8136
SGV5	27.0319	33.8044	.4399	.8176
SGV93	26.7666	33.1547	.6036	.7898
SGV122	26.9484	33.6993	.5432	.7987
SGV95	26.6413	35.7577	.5162	.8027

Reliability Coefficient

N of Cases = 407.0 N of Items = 8

Alpha = .8199

**Scale 3: Belief in the Existence of Unit-Based Differential Command Behavior
Toward Women and Minorities**

RELIABILITY ANALYSIS - SGSCAL3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV91	39.0050	35.2300	.7030	.8624
SGV103	38.9501	35.5325	.7141	.8621
SGV42	38.9626	35.6061	.6529	.8661
SGV68	38.9077	35.9590	.6559	.8661
SGV67	39.0574	35.0492	.6807	.8638
SGV40	39.0748	36.1144	.6292	.8679
SGV85	38.9077	37.1140	.6052	.8701
SGV130	39.0449	36.1830	.5742	.8720
SGV57	39.0599	36.5714	.5798	.8714
SGV39	39.5985	36.9759	.3829	.8910

Reliability Coefficient

N of Cases = 401.0

N of Items = 10

Alpha = .8809

Scale 4: Belief in the Existence of Racist Attitudes in the Unit

RELIABILITY ANALYSIS - SGSCAL4

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV46	17.0599	7.3264	.6151	.6722
SGV32	17.3691	7.2484	.5262	.7035
SGV128	17.0050	7.6450	.4975	.7135

SGV102	17.3666	7.5378	.4688	.7254
SGV62	17.0150	7.9348	.4838	.7183

Reliability Coefficient

N of Cases = 401.0 N of Items = 5

Alpha = .7510

**Scale 5: Personal Attitude toward Equal Opportunity/Affirmative Action
 Programs and Training**

RELIABILITY ANALYSIS - SGSCAL5

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV63	35.1961	79.6715	.7367	.8910
SGV61	35.2696	82.2760	.6894	.8938
SGV36	35.2843	83.3833	.6662	.8950
SGV66	34.8137	81.7539	.7271	.8921
SGV71	34.6422	82.2353	.6926	.8936
SGV121	35.0123	81.2112	.6768	.8941
SGV20	35.5833	82.0913	.5930	.8986
SGV8	35.3848	82.7533	.6141	.8973
SGV84	35.2451	83.7924	.5685	.8995
SGV65	35.4191	83.1482	.5786	.8991
SGV97	35.1176	84.0647	.5412	.9009
SGV47	34.9142	86.1081	.4880	.9030

Reliability Coefficient

N of Cases = 408.0 N of Items = 12

Alpha = .9044

Scale 6: Belief in the Existence of Sexist and Racist Behaviors within the Unit

RELIABILITY ANALYSIS - SGSCAL6

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV88	31.0202	44.2831	.6735	.8210
SGV126	30.7702	45.2104	.6622	.8228
SGV76	31.0758	45.7664	.6109	.8274
SGV24	31.1641	44.8565	.6104	.8272
SGV26	31.7247	48.6354	.5046	.8371
SGV115	31.1818	47.0048	.4951	.8383
SGV81	30.6414	48.7369	.4280	.8437
SGV12	30.5328	47.3078	.5196	.8358
SGV77	31.1616	47.7308	.4813	.8392
SGV129	30.5227	48.4780	.4761	.8394

Reliability Coefficient

N of Cases = 396.0

N of Items = 10

Alpha = .8476

Scale 7: Belief in the Unit's Acceptance of Diversity

RELIABILITY ANALYSIS - SGSCAL7

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV112	37.7579	31.8800	.5374	.8188
SGV49	37.4352	31.1435	.5681	.8157
SGV70	37.5550	31.7035	.5577	.8168
SGV101	37.3325	30.7666	.6108	.8111
SGV54	37.2494	32.6337	.5294	.8198
SGV124	37.1051	33.2953	.5243	.8208
SGV92	37.3227	32.3662	.4943	.8230

SGV41	37.4083	32.3304	.4827	.8243
SGV106	37.3961	32.3231	.5650	.8166
SGV98	38.2689	33.1530	.4029	.8322

Reliability Coefficient

N of Cases = 409.0 N of Items = 10

Alpha = .8350

Scale 8: Personal Feelings Regarding Verbal Abuse of Women and Minorities

RELIABILITY ANALYSIS - SGSCAL8

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SGV99	19.3302	20.1550	.6567	.7771
SGV48	19.3895	20.1907	.6250	.7842
SGV107	19.1758	20.6166	.6655	.7762
SGV28	19.2565	1.8388	.5534	.7996
SGV31	18.8052	21.9667	.5602	.7983
SGV60	19.0190	21.8473	.4710	.8183

Reliability Coefficient

N of Cases = 421.0 N of Items = 6

Alpha = .8211

Convergent and Discriminant Validity

Correlational analyses conducted with the scales from the new instrument (SUEOCS) and the MEOCS indicate both discriminant and convergent validity. As shown in Table 1, several factors from the SUEOCS and MEOCS appear conceptually similar. Thus, there is the expectation that these corresponding factors (scales) should be correlated. Table 2 is a correlation matrix of selected scales from the MEOCS and SUEOCS. Included in this table are the correlations between the corresponding scales described in Table 1. MEOCS scale 11 and SUEOCS scale 7, MEOCS scale 2 and SUEOCS scale 3, MEOCS scale 5 and SUEOCS scale 2, and MEOCS scale 10 and SUEOCS scale 2. All pairs are significantly correlated as expected. This provides

evidence for the convergent validity of the new scales. Also as expected, values of these hypothesized correlations are higher than correlations with other logically dissimilar scales. The latter result provides initial evidence of the discriminant validity of the scales. Taken together, the convergent and discriminant validity provide evidence of the construct validity of the SUEOCS.

Other statistical analyses add to this evidence. A series of comparisons between different demographic groups were carried out to determine whether expected differences between these groups actually were detected by the scales on the SUEOCS. For example, a comparison between minority and majority personnel within a unit would be expected to show a less positive view of EO climate for the minority group than for the majority group. If the result of such a comparison conforms to the expectation, then one can count this result as additional evidence for the convergent validity of the measures.

Results of these comparisons, with the possible exception of one, conform to expectations. Table 3 lists the comparisons that were made, the results of the comparisons, and the nature of the expectation.

Table 1
Corresponding Scales in MEOCS and SUEOCS

MEOCS		SUEOCS
Scale 11	Racial-gender separatism	SGSCAL7 Belief in unit's acceptance of diversity
Scale 2	Differential Command Behaviors toward minorities and women	SGSCAL3 Existence of differential command behaviors toward minorities and women
Scale 5, 10	Reverse discrimination I, II	SGSCAL2 Belief in the existence of reverse discrimination

Table 2
Intercorrelations Among Selected SUEOCS and MEOCS Scales

	SCALE1	SCALE2	SCALE4	SCALE5	SCALE10	SCALE11
SGSCAL2	.4326 (391) P= .000	.3475 (386) P= .000	.3271 (383) P= .000	.6106 (389) P= .000	.6685 (381) P= .000	.4892 (396) P= .000
SGSCAL3	.4345 (386) P= .000	.5260 (380) P= .000	.3400 (377) P= .000	.2500 (384) P= .000	.2659 (375) P= .000	.4703 (391) P= .000
SGSCAL4	.4039 (387) P= .000	.4689 (380) P= .000	.3706 (376) P= .000	.3617 (384) P= .000	.3415 (374) P= .000	.5433 (392) P= .000
SGSCAL6	.3824 (379) P= .000	.3835 (374) P= .000	.5834 (370) P= .000	.2485 (376) P= .000	.2839 (367) P= .000	.3473 (383) P= .000
SGSCAL7	.3091 (390) P= .000	.4448 (385) P= .000	.3083 (381) P= .000	.2883 (387) P= .000	.2371 (378) P= .000	.5193 (395) P= .000

Table 3
Results of Comparisons of Different Demographic Groups³

Group	SUEOCS Scale	Expected Difference	Observed Difference ⁴
Majority vs Minority	SGSCAL3	Majority > Minority	Majority > Minority
Majority vs Minority	SGSCAL7	Majority > Minority	Majority > Minority
Men vs Women	SGSCAL3	Men > Women	Men > Women
Filed vs Not filed complaint	SGSCAL2	Filed > Not filed	Filed > Not filed
Officer vs Enlisted	SGSCAL3	Officer > Enlisted	Officer > Enlisted
Officer vs Enlisted	SGSCAL4	Officer > Enlisted	Officer > Enlisted
Officer vs Enlisted	SGSCAL5	Officer > Enlisted	Officer > Enlisted
Officer vs Enlisted	SGSCAL6	Officer > Enlisted	Officer > Enlisted
Officer vs Enlisted	SGSCAL7	Officer > Enlisted	Officer > Enlisted
Officer vs Enlisted	SGSCAL8	Officer > Enlisted	Officer > Enlisted
Ship vs Shore Duty	SGSCAL2	Shore > Ship	<i>Ship > Shore</i>
Ship vs Shore Duty	SGSCAL5	Shore > Ship	<i>Ship > Shore</i>
Ship vs Shore Duty	SGSCAL6	Shore > Ship	Shore > Ship

³ Shore vs. ship expected differences were based on previous DOD work in which combat and noncombat units were compared. In point of fact, the expected differences for the ship and shore billets are not firmly based on Coast Guard data. Furthermore, within at least one DoD Service, the combat/noncombat relationship is reversed, indicating potential differences based on mission and culture of the Service.

⁴ All observed differences are statistically significantly different from zero.

Respondent Comments

It is worth noting a few specific points made by respondents in this study who completed both the MEOCS and the SUEOCS. First, several respondents commented on the items which dealt with reverse discrimination. The general feeling reported by many was that their unit may operate in a fair and equitable manner, but that the service in general was creating and implementing policy which led to the perception of reverse discrimination. For example, several respondents commented that many of the important personnel decisions (individual promotions, staffing decisions, and advanced educational opportunities) were made by headquarters personnel and selection boards composed of Coast Guard personnel **not** assigned to their unit. Because of this, respondents showed an interest in expressing an attitude that they had with regard to the service in general. This indicated a need for additional survey questions that differentiated between respondents' feelings regarding reverse discrimination **at their unit** and their feelings regarding reverse discrimination at the **service-wide level**. We endorse the addition of such items in the next version of the SUEOCS.

Several women respondents also provided insight into reverse discrimination. The general feeling was that the unit's fear of harassing or discriminating against women led to some behavior that was harmful to women's status within the service. For example, women reported differential command behaviors such as their not receiving negative or critical feedback from superiors as readily as their male counterparts. The women believed that behavior such as this led to men's perceiving reverse discrimination within their unit. We endorse the addition of items that tap this subtle facet of reverse discrimination in the next version of the SUEOCS.

Discussion

The two-year effort involved in developing a small unit version of an equal opportunity climate assessment tool was successful. The psychometric analyses and data collected through interviews with respondents and, in some cases, with commanders of the respondent units indicate that the newly proposed SUEOCS, summarized in Table 4, will serve as a much needed assessment tool. In contrast to the MEOCS, it can be used by units regardless of their size and composition.

Table 4
List of Proposed SUEOCS Scales, Number of Items,
And Associated Coefficient Alpha Values

1. PERSONAL SEXIST ATTITUDES AND BELIEFS OF THE RESPONDENT (Number of Items = 10, ALPHA = .85)
Items: sgV73 sgV53 sgV3 sgV16 sgV44 sgV74 sgV72 sgV10 sgV56 sgV127
2. BELIEF IN THE EXISTENCE OF REVERSE DISCRIMINATION WITHIN THE UNIT (Number of Items = 8, ALPHA = .82)
Items: sgV25 sgV9 sgV18 sgV125 sgV5 sgV93 sgV122 sgV95
3. BELIEF IN THE EXISTENCE OF UNIT-BASED DIFFERENTIAL COMMAND BEHAVIOR TOWARD WOMEN AND MINORITIES (Number of Items = 10, ALPHA = .88)
Items: sgV91 sgV103 sgV42 sgV68 sgV67 sgV40 sgV85 sgV130 sgV57 sgV39
4. BELIEF IN THE EXISTENCE OF RACIST ATTITUDES IN THE UNIT (Number of Items = 5, ALPHA = .75)
Items: sgV46 sgV32 sgV128 sgV102 sgV62
5. PERSONAL ATTITUDE TOWARD EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAMS AND TRAINING (Number of Items = 12, ALPHA = .90)
Items: sgV63 sgV61 sgV36 sgV66 sgV71 sgV121 sgV20 sgV8 sgV84 sgV65 sgV97 sgV47
6. BELIEF IN THE UNIT'S SEXIST AND RACIST BEHAVIORS (Number of Items = 10, ALPHA = .85)
Items: sgV88 sgV126 sgV76 sgV24 sgV26 sgV115 sgV81 sgV12 sgV77 sgV129
7. BELIEF IN THE UNIT'S ACCEPTANCE OF DIVERSITY (Number of Items = 10, ALPHA = .84)
Items: sgV112 sgV49 sgV70 sgV101 sgV54 sgV124 sgV92 sgV41 sgV106 sgV98
8. PERSONAL FEELINGS REGARDING VERBAL ABUSE OF WOMEN AND MINORITIES (Number of Items = 6, ALPHA = .82)
Items: sgV99 sgV48 sgV107 sgV28 sgV31 sgV60

Remaining Issues

Further modifications. The proposed version of the SUEOCS as described in the Results section contains 71 items. 65 of these items comprise seven scales with levels of internal consistency exceeding .80. Another scale, labeled "Belief in the existence of racist attitudes in the unit," consists of five items with an internal consistency index of .75. This value falls below what is commonly cited as a minimally acceptable level of .80. Therefore, we recommend that the scale be expanded to approximately 10 items in order to increase its reliability. Fortunately, the newly proposed SUEOCS can be used as it is while additional data are collected provided that the "racist attitude scale" is not overly depended upon during the interim.

The scale may need other modifications as well. For example, based on the comments of the interviewees in the study, it seems appropriate to add a section to the scale that taps the respondents' attitudes, concerns, and beliefs pertaining to the service at large. This is particularly appropriate since promotion decisions are made at the service level.

Data base development. A data base, similar to the MEOCS data base, should be developed that will provide the basis for feedback to the individual services that use the new instrument. As with the MEOCS, such a data base will provide unit commanders base line data against which their unit's climate measures can be compared. It will also serve to further investigate the issue of equal opportunity within small military units.

Feedback system. As with the MEOCS, DEOMI's Directorate of Research will most likely be expected to create feedback reports to participating commands. There is not a one-to-one correspondence between the MEOCS scales and the scales comprising the proposed SUEOCS. Therefore, the computer program that currently generates feedback reports will require modification to accommodate the new scales. The feedback system that results will face perhaps greater challenges than did the MEOCS system because of the size of the small units. It is important to protect the anonymity of the respondents while providing commanders with useful feedback and this may be more difficult with small units. We believe that special care and consideration be given to training the commanders and the respondents on the meaning of such feedback and, ultimately, what respondents should be able to derive from using the survey system.

Further research. The new SUEOCS should be further investigated with regard to its construct validity. At this writing, research involving the use of a confirmatory linear structural equations analysis is being carried out. This research will add further information with regard to the meaning of the scales. Beyond this research, it is recommended that external criteria of unit performance be tracked over time and correlated with the different scales comprising the SUEOCS. If reliable external performance criteria can be accessed, this research would greatly contribute to the understanding of how attitudes and beliefs pertaining to equal opportunity relate to unit effectiveness and performance readiness.

Another area of research is to further investigate the relationship between the MEOCS and SUEOCS scales. It should be recalled that the SUEOCS items were created by using the MEOCS items in a sense as a template. This is an "inexact science," requiring judgment and insight on the part of the scale developers. Future researchers would do well to examine more carefully the exact relationship between the SUEOCS and MEOCS scales. A larger scale study where both instruments are administered to participants would provide insight into these relationships. The practical result might be a shortened form of an equal opportunity climate instrument useful in a greater variety of settings. A "theoretical result" would be a greater understanding of the content domain labeled "equal opportunity climate."

Conclusion

A Small Unit Equal Opportunity Climate Survey has been developed that will address the constraints confronted in assessing small unit equal opportunity climate. Results indicate that the newly proposed instrument has adequate reliability, convergent, and discriminant validity. Further research as suggested above will indeed add to the value of this instrument.

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Appendix 1

Field Test Version of Small Unit Equal
Opportunity Climate Survey (SUEOCS)

EQUAL OPPORTUNITY CLIMATE SURVEY FOR SMALL UNITS

PRETEST VERSION 2

May 15, 1996

LCDR Robert Albright, Ph.D.

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Arlene Pace

Background

The Directorate of Research (DR) at the Defense Equal Opportunity Management Institute (DEOMI) is developing a survey to assess the "equal opportunity climate" in small units located within the government in general and more specifically within the different Services. The statements that appear on the following pages are prospective items for this new survey. We are asking you to respond to these items as openly and honestly as you can so that we can analyze their statistical properties and develop the final version of the instrument. Some items will be eliminated from the final version based on statistical analysis of your responses. In some cases, the groups (e.g., minorities, women) mentioned in the survey items may not be present in your unit. If this is the case, respond using your best judgment as to what would happen if the groups were present.

Directions

On the accompanying optical scoring sheet, please indicate the degree to which you agree with each statement (item) in the following format:

- | |
|--|
| <p>1 = Totally agree with the statement
2 = Moderately agree with the statement
3 = Neither agree nor disagree with the statement
4 = Moderately disagree with the statement
5 = Totally disagree with the statement</p> |
|--|

- 1 = Totally agree with the statement
 2 = Moderately agree with the statement
 3 = Neither agree nor disagree with the statement
 4 = Moderately disagree with the statement
 5 = Totally disagree with the statement

1. Minorities and women are (would be) held to lower promotion standards than majority personnel at this unit.
2. I value racial/ethnic/gender diversity at my unit.
3. The Service would be better off if it were an all-male Service.
4. My unit's performance would go down if more minorities were to be stationed here.
5. It looks better for equal opportunity if Commanders/COs pick women for favorable additional duty assignments, even when better qualified men are available.
6. Members of my unit try (would try) to make unit members who are minorities and women feel accepted in the unit.
7. I would not (do not) mind having a supervisor of a different race.
8. Affirmative action and equal opportunity programs have made this place a better place to work.
9. Minorities or women assigned here get (would get) the best duties and assignments.
10. You can't expect men and women to work together as equals at this unit.
11. Improving racial/ethnic/gender diversity at the unit is important to improving unit effectiveness.
12. Men at this unit look down on women.
13. Members of my unit would not (do not) mind having a supervisor of the opposite sex.
14. If more minorities were to be stationed here, my unit's effectiveness would suffer.
15. It's not good to have too many minority personnel assigned to the same sensitive area on the same shift.
16. I believe my Service was more efficient before women were allowed to join.
17. All of the attention being paid to women and minorities here makes it hard for a majority man to get a fair shake.
18. A minority member is (would be) likely to get more desirable office space than a majority member.
19. When I hear of a woman being promoted quickly, I often wonder whether she "slept with" someone in order to get ahead.
20. Affirmative action is important to the future of this unit.
21. Members of my unit believe that women of average skill assigned to this unit do not (would not) perform as well as men of average skill.
22. Having members of different races stationed at the unit makes (would make) the unit operate better.
23. In our Service, more severe punishments are given out to minority as compared to majority offenders for the same types of offenses.
24. Members of my unit enjoy telling jokes that make fun of the opposite sex.
25. Majority personnel at this unit are not (would not be) chosen for a desirable assignment if a minority person (of similar qualifications) is available.
26. Members of my unit dislike it when sexist jokes are told.
27. Given the choice, members of my unit would prefer not to work with women.
28. I enjoy (would enjoy) hearing personnel from my unit tell jokes that make fun of the opposite sex.

- 1 = Totally agree with the statement
 2 = Moderately agree with the statement
 3 = Neither agree nor disagree with the statement
 4 = Moderately disagree with the statement
 5 = Totally disagree with the statement

29. Compared to majority men, minorities or women who are assigned here are (would likely be) issued better or newer equipment to work with.
30. More women assigned to this unit would make it less effective.
31. There is nothing wrong with using offensive racial/ethnic names so long as no one at the unit is bothered by the remarks.
32. Members of my unit believe that the unit's performance would go down if more minorities were to be stationed here.
33. Minority personnel stationed here break (would break) the rules more often than majority personnel.
34. Equal opportunity programs have been taken too far at this unit.
35. At my unit, rewards are (would be) given to people fairly, regardless of their race or ethnicity.
36. The equal opportunity effort has improved the working environment here.
37. At my unit, an individual's evaluations (or "marks") are (would be) unaffected by the individual's race or ethnicity.
38. Members of my unit do not (would not) tolerate prejudice and discrimination at the unit.
39. At this unit, it is (would be) unlikely that a woman would be chosen for a desirable assignment if a man (of similar qualifications) is available.
40. In my unit's disciplinary proceedings, men get (would get) a better deal than women.
41. I attempt (would attempt) to make minorities feel accepted and part of this unit.

42. Supervisors here give (would give) minority subordinates severe punishment for minor infractions, while majority members who commit the same offenses are (would be) given less severe penalties.
43. Women who complain of sexual harassment should not be recommended for promotion.
44. The idea of having a supervisor of the opposite sex bothers me.
45. Since EO programs have been in place, majority personnel are treated unfairly because of all the attention paid to minorities and women.
46. Most people at my unit believe we would better accomplish our mission if everyone stationed here is of the same race.
47. Members of my unit believe that the unit should continue to support equal opportunity training.
48. I am offended when individuals use racial or ethnic slurs at my unit.
49. Members of my unit welcome (would welcome) the chance to attend special events such as organizational parties, picnics, and ceremonies that are attended by both majority and minority personnel from my Service.
50. The average minority person assigned to this unit does not (would not) perform as well as the average majority person.
51. The Command here should continue to spend time and effort running equal opportunity programs.
52. Many minority group members act as if they are superior to majority group members.
53. Women of average skill assigned to this unit do not (would not) perform as well as men of average skill.
54. I am (would be) open to developing a close friendship in my unit with a person of a race different from my own.
55. In general, majority supervisors in charge of minority personnel doubt the minorities' abilities.

- 1 = Totally agree with the statement
 2 = Moderately agree with the statement
 3 = Neither agree nor disagree with the statement
 4 = Moderately disagree with the statement
 5 = Totally disagree with the statement

56. Women use their femininity to get special consideration in the Service.
57. At my unit, a Commander/CO giving a lecture is (would be) likely to take more time to answer questions from majority members than from minority members.
58. The unit will accomplish its mission more effectively if it is made up of people who are of different races and ethnicities.
59. Members of my unit believe one can't expect men and women to work together as equals at this unit.
60. I disapprove of the use of racial slurs to refer to members of other organizations.
61. This unit is better able to carry out its duties because of the equal opportunity programs it has conducted.
62. My unit will (would) better accomplish its mission if everyone stationed here is of the same race.
63. Equal opportunity programs are important to the future of this unit.
64. Members of my unit fully support the unit's equal opportunity program.
65. I resent spending so much time in EO training.
66. I believe that my unit should continue to support equal opportunity training.
67. I believe that supervisors at my unit reprimand (would reprimand) women subordinates more often than men subordinates.
68. At my unit, it is likely that women are (would be) overlooked for promotions solely because they are women.

69. Members of my unit are offended when individuals use racial or ethnic slurs at my unit.
70. Members of my unit socialize with (would socialize with) members of a race other than their own when they are stationed together.
71. I fully support the equal opportunity program at my unit.
72. When I learn of a woman getting an award or recognition, I always wonder whether she deserved it.
73. Women in the Service cannot possibly do the job as well as men.
74. Women who complain of sexual harassment are simply being too sensitive.
75. I do not tolerate prejudice and discrimination at my unit.
76. Members of my unit are amused by the telling of jokes about certain races or ethnic groups.
77. Members of my unit dislike it when racist jokes are told.
78. Women assigned to my unit are asked (would be asked) to take notes or provide refreshments at unit meetings (even when such duties are not part of their job assignment).
79. Some minority personnel get promoted solely because they are minority group members.
80. Members of my unit disapprove of the use of racial slurs to refer to members of other organizations.
81. Members of my unit would be (are) bothered by the idea of having a supervisor of the opposite sex.
82. A male supervisor in my unit is (would be) likely to use terms such as "boy" when reprimanding a male minority member.
83. At my unit, advancement opportunities are (would be) available for top qualified members/employees, regardless of race or ethnicity.

1 = Totally agree with the statement
 2 = Moderately agree with the statement
 3 = Neither agree nor disagree with the statement
 4 = Moderately disagree with the statement
 5 = Totally disagree with the statement

84. EO/affirmative action programs at this unit are not of much use.
85. Women assigned to work groups in my unit are (would be) expected to provide housekeeping supplies, clerical supplies, aspirin, etc., in their desks.
86. Given the choice, members of my unit would prefer not to work closely with minorities.
87. In its attempt to get more minorities into the Service, the Service has lowered its standards.
88. Members of this unit are likely to make off-color remarks about members of the opposite sex.
89. Members of my unit believe that the unit's performance would go down if more women were to be stationed here.
90. Majority personnel at this unit look down on minorities in general.
91. Majority supervisors at my unit are (would be) likely to reprimand minority subordinates much more often than majority subordinates.
92. I socialize (would socialize) with members of a race different from my own when we are stationed together.
93. Minorities and women get away with doing things that majority men are punished for.
94. Units made up of people of the same race perform better than "mixed race" units.
95. A supervisor is (would be) likely to spend more time with a new minority member to make him/her feel welcome than with a new majority member.
96. In disciplinary proceedings, minority personnel get a better deal than majority personnel.

97. This command focuses on equal opportunity programs way too much.
98. Members of my unit value racial/ethnic/gender diversity.
99. I dislike it when jokes about minorities are told at my unit.
100. Minorities are (would be) accepted and feel part of this unit.
101. I welcome (would welcome) the chance to attend special events such as organizational parties, picnics and ceremonies attended by both majority and minority personnel from my Service.
102. Members of my unit believe that if more minorities were to be stationed here, the unit's effectiveness would suffer.
103. It is likely that a supervisor at my unit would give a female subordinate a severe punishment for a minor infraction, while a male subordinate who committed the same offense would be given a less severe penalty.
104. At my unit, I believe advancement opportunities are (would be) available for top qualified members/employees regardless of their gender.
105. Minorities and women frequently cry "prejudice" rather than accept responsibility for personal faults.
106. I try (would try) to make minority individuals and women feel comfortable at my unit.
107. I am amused when people from my unit engage in the telling of jokes about certain races or ethnic groups.
108. At my unit, the assignment of the best duties or watches has (would have) nothing to do with race.
109. Women don't really belong in the Service.
110. Units made up of members of the same sex perform better than "mixed sex" units.

- 1 = Totally agree with the statement
 2 = Moderately agree with the statement
 3 = Neither agree nor disagree with the statement
 4 = Moderately disagree with the statement
 5 = Totally disagree with the statement

111. A qualified minority first-level supervisor would likely be denied the opportunity for professional education by his/her supervisor. A majority first-level supervisor would likely be given the opportunity.
112. Minority persons in my unit easily develop (would easily develop) close majority friends from within the unit.
113. At my unit, an individual's evaluations (or "marks" are (would be) unaffected by the individual's gender.
114. Many people in my unit believe we better accomplish our mission when we have only men in the unit.
115. Members of my unit are offended when individuals use offensive names to refer to members of the opposite sex.
116. It's okay for a male supervisor to touch female peers in a friendly manner, but he should never touch male peers this way.
117. The Commander/CO appoints (would appoint) less qualified minorities to key positions even if qualified majority members are available.
118. Members of my unit don't approve of interracial dating by members of my organization.
119. Women get promoted (would get promoted) quickly at this unit because of their gender.
120. Majority personnel receive (would receive) a greater proportion of unfavorable assignments when minorities are assigned here.
121. Affirmative action/EO programs have been a waste of time for the people at this unit.
122. Supervisors are (would be) more likely to give the undesirable additional duties to men than to women.

123. Members of my unit would not (do not) mind having a supervisor of a different race.
124. The idea of having a supervisor whose race is different from my own does not bother me.
125. A woman at my unit would likely receive an award for an action even if she were not perceived by her peers as being as qualified as a majority man.
126. Majority personnel at this unit are likely to make off-color remarks about minorities.
127. I don't approve of interracial dating by members of my organization.
128. Given the choice, I would prefer not to work closely with minorities.
129. In general, male supervisors in charge of women subordinates doubt the women's abilities.
130. At my unit, it is likely that some female first-level supervisors are (would be) denied the opportunity for professional education solely because they are women.

131. Most people would rate the equal opportunity climate in this organization

- 1 = very poor
 2 = poor
 3 = about average
 4 = good
 5 = very good

132. I personally would rate the equal opportunity climate in this organization

- 1 = very poor
 2 = poor
 3 = about average
 4 = good
 5 = very good

THANK YOU FOR YOUR HELP!

Appendix 2

Military Equal Opportunity Climate Survey (MEOCS)

MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS)

UNIVERSAL ALL SERVICES VERSION 2.3

PRIVACY ACT STATEMENT

In accordance with DoD Directive 5400.11, the following information about this survey is provided:

- a. Authority: 10 USC, 131.
- b. Principal Purpose: The survey is being conducted to assess your organization from an equal opportunity and motivational perspective.
- c. Routine Uses: Information provided by respondents will be treated confidentially. The averaged data will be used for identifying strengths and weaknesses in the unit, research, and development purposes. Averaged results will be provided to the commander requesting the survey and will be accumulated to a database of results from all organizations surveyed in your Service.
- d. Participation: Response to this survey is voluntary. Failure to participate will lessen the ability of your commander to identify concerns and will hamper efforts by DoD to track trends in equal opportunity and organizational issues. Your response is needed to ensure the validity of the survey. We appreciate your participation.

This survey was initially constructed by the Center for Applied Research and Evaluation, University of Mississippi under Contract F08606-89-C-007 from Defense Equal Opportunity Management Institute, Patrick Air Force Base, FL. 32925-6685. For further information, see Dansby, M. R., & Landis, D. (1991), Measuring Equal Opportunity Climate in the Military Environment, *International Journal of Intercultural Relations*, 15, 389-405.

MILITARY EQUAL OPPORTUNITY CLIMATE SURVEY (MEOCS)

General Instructions (Please read before beginning the survey)

This survey is authorized by your command to measure the equal opportunity climate in your organization. We need to gauge the *potential* frequency of certain kinds of actions. We have gathered the list of actions from military people like yourselves. In part I of the survey (items 1 through 50), we ask that you estimate the *chances* that the action occurred during your last 30 duty days in your assigned unit or organization. If you are a member of a Reserve or National Guard unit, "your last 30 duty days" refers to the last 30 days you spent *at your unit* (not necessarily the past *consecutive* 30 days).

For Part I (items 1 through 50) you will use the following scale to make your judgments:

- | |
|---|
| <ul style="list-style-type: none">1 = There is a <i>very high chance</i> that the action occurred.2 = There is a <i>reasonably high chance</i> that the action occurred.3 = There is a <i>moderate chance</i> that the action occurred.4 = There is a <i>small chance</i> that the action occurred.5 = There is <i>almost no chance</i> that the action occurred. |
|---|

EXAMPLE: IF, IN YOUR OPINION, THERE IS A VERY HIGH CHANCE THAT "A MALE GAVE A 'WOLF WHISTLE' TO A FEMALE," YOU WOULD ASSIGN A "1" TO THAT ACTION.

Remember: **YOU NEED NOT HAVE PERSONALLY SEEN OR EXPERIENCED THE ACTIONS.** We only want your opinion on the chances - or probability - that the actions *MIGHT* have occurred during your last 30 duty days in your assigned unit or organization.

MORE INSTRUCTIONS ON NEXT PAGE

Military Equal Opportunity Climate Survey: (Universal All Services Version 2.3)

General Instructions (Continued)

FOR THE PURPOSE OF THIS SURVEY:

"Minority" includes males & females of the following racial/ethnic groups:

- BLACK/AFRICAN-AMERICAN (NOT OF HISPANIC ORIGIN)
- HISPANIC
- ASIAN-AMERICAN OR PACIFIC ISLANDERS
- NATIVE AMERICAN/ALASKAN NATIVE.

"Majority" includes males & females NOT IN THE GROUPS ABOVE.

"Commander," "commanding officer," or "CO" means any officer, chief petty officer, noncommissioned officer, or civilian supervisor in command or leadership of your organization.

"Organization" refers to the Command, Directorate, Division, Branch, Unit, etc., to which you are assigned.

REMEMBER:

- FOR ITEMS 1 - 50: RATE THE LIKELIHOOD OF EACH ACTION OCCURRING IN YOUR ORGANIZATION. YOU NEED NOT HAVE PERSONALLY OBSERVED OR EXPERIENCED IT.
- TRY TO BE AS ACCURATE AS POSSIBLE; HOWEVER, FOR MOST ITEMS THERE IS NO RIGHT OR WRONG ANSWER.
- FOR ITEMS 101 - 124: THE INFORMATION PROVIDED "WILL NOT" BE USED TO IDENTIFY WHO YOU ARE. IT IS USED BY A COMPUTER TO IDENTIFY GROUPS OF PEOPLE (SUCH AS - OFFICER, ENLISTED, ETC). YOUR ACCURACY IS IMPORTANT IN GETTING AN HONEST ASSESSMENT OF YOUR ORGANIZATION.
- AFTER COMPLETING THE QUESTIONNAIRE, RETURN IT AND YOUR ANSWER SHEET (IN THE ENVELOPE PROVIDED - IF PROVIDED), TO YOUR SURVEY ADMINISTRATOR.
- USE A #2 PENCIL AND ERASE ALL STRAY MARKS OR ERRORS THOROUGHLY.

IMPORTANT:

BEFORE BEGINNING THE SURVEY:

1. LEAVE THE AREA MARKED "LOCATION CODE" AND "SERVICE CODE" BLANK.
2. IN THE AREA MARKED "ADMIN NO." AT THE TOP OF YOUR ANSWER SHEET,
WRITE IN THE FOLLOWING: -----> 50194

PART I

Use the following scale to make your judgments:

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

During your last 30 duty days at your duty location:

1. Organization parties, picnics, award ceremonies and other special events were attended by both majority and minority personnel.
2. The spouses of majority and minority personnel mixed and mingled during special events.
3. A majority person told several jokes about minorities.
4. The Commander/CO did not appoint a qualified majority in a key position, but instead appointed a less qualified minority.
5. Majority and minority supervisors were seen having lunch together.
6. A majority first-level supervisor made demeaning comments about minority subordinates.
7. Majority and minority personnel were seen having lunch together.
8. A race relations survey was taken, but no groups other than blacks and whites were used.
9. A majority member in your organization directed a racial slur at a member of another organization.
10. A majority supervisor frequently reprimanded a minority subordinate but rarely reprimanded a majority subordinate.
11. The supervisor had lunch with a new minority member (to make him/her feel welcome), but did not have lunch with a majority member who had joined the organization a few weeks earlier.
12. A group of majority and minority personnel made reference to an ethnic group other than their own using insulting ethnic names.
13. Graffiti written on the organization's rest room or latrine walls "put down" minorities or women.
14. A new minority person joined the organization and quickly developed close majority friends from within the organization.
15. A minority man made off-color remarks about a minority woman.
16. A supervisor discouraged cross-racial dating among personnel who would otherwise be free to date within the organization.
17. A minority man was selected for a prestigious assignment over a majority man who was equally, if not slightly better, qualified.
18. A majority supervisor did not select a qualified minority subordinate for promotion.
19. When the Commander/CO held staff meetings, women and minorities, as well as majority men, were asked to contribute suggestions to solve problems.
20. A majority member complained that there was too much interracial dating among other people in the organization.
21. A supervisor always gave the less desirable additional duties to men.

PART I (Continued)

- 1 = There is a *very high chance* that the action occurred.
- 2 = There is a *reasonably high chance* that the action occurred.
- 3 = There is a *moderate chance* that the action occurred.
- 4 = There is a *small chance* that the action occurred.
- 5 = There is *almost no chance* that the action occurred.

22. A minority woman was selected to receive an award for an outstanding act even though she was not perceived by her peers as being as qualified as her nearest competitor, a majority man.

23. A minority member was assigned less desirable office space than a majority member.

24. The term "dyke" (meaning lesbian), referring to a particular woman, was overheard in a conversation between unit personnel.

25. The Commander/CO changed the duty assignments when it was discovered that two persons of the same minority were assigned to the same sensitive area on the same shift.

26. Minorities and majority members sat at separate tables in the cafeteria or designated eating area during lunch hour.

27. Most equal opportunity staff were either females or minorities.

28. A Commander/CO giving a lecture took more time to answer questions from majority members than from minority members.

29. Majority and minority members were seen socializing together.

30. When reprimanding a male minority member, the majority supervisor used terms such as "boy."

31. Second level female supervisors had both males and females as subordinates.

32. A male supervisor touched a female peer in friendly manner, but never touched male peers.

33. A majority and a minority person turned in similar pieces of equipment with similar problems. The minority person was given a new issue; the majority member's equipment was sent to maintenance for repair.

34. A motivational speech to a minority subordinate focused on the lack of opportunity elsewhere; to a majority subordinate, it focused on promotion.

35. Majority personnel joined minority friends at the same table in the cafeteria or designated eating area.

36. When a female subordinate was promoted, a male peer made the comment, "I wonder who she slept with to get promoted so fast."

37. A supervisor gave the same punishment to minority and majority subordinates for the same offense.

38. A qualified minority first-level supervisor was denied the opportunity for professional education by his/her supervisor. A majority first-level supervisor with the same qualifications was given the opportunity.

39. When a woman complained of sexual harassment to her superior, he told her, "You're being too sensitive."

40. Offensive racial/ethnic names were frequently heard.

41. The only woman in a work group was expected to provide housekeeping supplies, such as needle and thread, aspirin, etc., in her desk.

42. Racial/ethnic jokes were frequently heard.

43. A woman was asked to take notes and provide refreshments at staff meetings (such duties were not part of her job assignment).

PART I (Continued)

- 1 = There is a *very high chance* that the action occurred.
2 = There is a *reasonably high chance* that the action occurred.
3 = There is a *moderate chance* that the action occurred.
4 = There is a *small chance* that the action occurred.
5 = There is *almost no chance* that the action occurred.

44. A supervisor gave a minority subordinate a severe punishment for a minor infraction. A majority member who committed the same offense was given a less severe penalty.

45. A better qualified man was not picked for a good additional duty assignment because the Commander/CO said it would look better for equal opportunity to have a woman take this duty.

46. A supervisor referred to female subordinates by their first names in public, while using titles for the male subordinates.

47. The Commander/CO assigned an attractive woman to escort visiting male officials around because, "We need someone nice looking to show them around."

48. A woman who complained of sexual harassment was not recommended for promotion.

49. A man stated, "Our unit worked together better before we had women in the organization."

50. At non-official social activities, minorities and majority members were seen socializing in the same group.

PART II

In this part of the survey, answer the following questions regarding *how you feel about your organization*.

PART II (Continued)

- 1 = *totally agree* with the statement
2 = *moderately agree* with the statement
3 = *neither agree nor disagree* with the statement
4 = *moderately disagree* with the statement
5 = *totally disagree* with the statement

51. I would accept almost any type of assignment in order to stay in this organization.

52. I find that my values and the organization's values are very similar.

53. I am proud to tell others that I am part of this organization.

54. I could just as well be working in another organization as long as the type of work was similar.

55. I feel very little loyalty to this organization.

56. This organization really inspires me to perform my job in the very best manner possible.

57. It would take very little change in my present circumstances to cause me to leave this organization.

58. I am extremely glad to be part of this organization compared to other, similar organizations that I could be in.

59. Assuming I could stay, there's not too much to be gained by sticking with this organization to retirement.

60. Often, I find it difficult to agree with the policies of this organization on important matters relating to its people.

61. For me, this organization is the best of all possible ways to serve my country.

62. Becoming part of this organization was definitely not a good move for me.

PART III

Please respond to the following items regarding the *effectiveness of your work group* (all persons who report to the same supervisor that you do) using the scale below:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

63. The amount of output of my work group is very high.

64. The quality of output of my work group is very high.

65. When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.

66. My work group always gets maximum output from available resources (e.g., personnel and materials).

67. My work group's performance in comparison to similar work groups is very high.

PART IV

The questions in Part IV are used to determine *how satisfied you are with some specific job-related issues*. Indicate your degree of satisfaction or dissatisfaction by choosing the most appropriate phrase:

- 1 = *very satisfied*
- 2 = *moderately satisfied*
- 3 = *neither dissatisfied nor satisfied*
- 4 = *somewhat dissatisfied*
- 5 = *very dissatisfied*

PART IV (Continued)

Level of satisfaction with:

68. The chance to help people and improve their welfare through the performance of my job.

69. My amount of effort compared to the effort of my co-workers.

70. The recognition and pride my family has in the work I do.

71. My job security.

72. The chance to acquire valuable skills in my job that prepare me for future opportunities.

73. My job as a whole.

PART V

In this section, we are asking for your opinions about certain issues. On your answer sheet, mark your response to each of these statements, as follows:

- 1 = *totally agree* with the statement
- 2 = *moderately agree* with the statement
- 3 = *neither agree nor disagree* with the statement
- 4 = *moderately disagree* with the statement
- 5 = *totally disagree* with the statement

74. Minorities were better off before this equal opportunity business got started.

75. More severe punishments are given out to minority as compared to majority offenders for the same types of offenses.

76. Majority supervisors in charge of minority supervisors doubt the minorities' abilities.

77. Minorities get more extra work details than majority members.

78. I understand the feelings of people of other races better since I became associated with the military.

PART V (Continued)

- 1 = *totally agree* with the statement
2 = *moderately agree* with the statement
3 = *neither agree nor disagree* with the statement
4 = *moderately disagree* with the statement
5 = *totally disagree* with the statement

79. The military is fully committed to the principle of fair treatment for all its members.

80. After duty hours, people should stick together in groups made up of their race only (e.g., minorities only with minorities and majority members only with majority members).

81. Majority males act as though stereotypes about minorities and women are true (for example, "Blacks are lazy").

82. Trying to bring about the integration of women and minorities is more trouble than it's worth.

83. If the race problem can be solved anywhere, it can be solved in the military.

84. Majority males have a better chance than minorities or women to get the best training opportunities.

85. Majority members assume that minorities commit every crime that occurs, such as thefts in living quarters.

86. Majority males do not show proper respect for minorities or women with higher rank.

87. Minorities and majority members would be better off if they lived and worked only with people of their own races.

88. I dislike the idea of having a supervisor of a race different from mine.

89. Majority males are not willing to accept criticism from minorities or women.

90. Majority members get away with breaking rules that result in punishment for minorities.

91. Some minorities get promoted just because they are minorities.

92. Power in the hands of minorities is a dangerous thing.

93. Minorities and women frequently cry "prejudice" rather than accept responsibility for personal faults.

94. I would not like to have a supervisor of the opposite sex.

95. This organization provides a good career chance for advancement for minorities and women.

96. Minorities and women get away with breaking rules that majority males are punished for.

97. There should be more close friendships between minorities and majority members in this organization.

98. In this organization, I have personally felt discriminated against because of my race.

99. Minorities don't take advantage of the educational opportunities that are available to them.

100. Many minorities act as if they are superior to majority members.

PART VI

In this last section, please tell us some things about yourself. This information will be used for statistical analysis only. *No attempt will be made to identify you.*

101. I have personally experienced an incident of discrimination (racial, sexual, or sexual harassment) directed at me from *military* sources (including civilians employed by the military).

1 = YES 2 = NO

102. I filed a complaint on the incident.

1 = YES
2 = NO
6 = N/A

103. I was satisfied with the disposition of the complaint that I filed.

1 = YES 2 = NO 6 = N/A

104. I have personally experienced an incident of discrimination (racial, sexual, or sexual harassment) from *non-military* sources.

1 = YES 2 = NO

105. I filed a complaint on the incident.

1 = YES
2 = NO
6 = N/A

106. I was satisfied with the disposition of the complaint that I filed.

1 = YES 2 = NO 6 = N/A

107. The highest level of education I have completed is:

1 = less than graduating from high school.
2 = high school graduate or G.E.D.
3 = some college.
4 = college degree.
5 = advanced college work or degree.

108. Before I joined the military (or started working for the government), the approximate percentage of my close personal friends who were of my same racial/ethnic group was

1 = 25 percent or less.
2 = more than 25 but less than 50 percent.
3 = more than 50 but less than 75 percent.
4 = more than 75 but less than 100 percent.
5 = 100 percent.

109. Currently, I have at least one close personal friend (a person with whom I would feel comfortable discussing very personal problems) who is of a different racial/ethnic group than myself.

1 = YES 2 = NO

110. Most people would rate the equal opportunity climate in this organization

1 = very poor
2 = poor
3 = about average
4 = good
5 = very good

111. I personally would rate the equal opportunity climate in this organization

1 = very poor
2 = poor
3 = about average
4 = good
5 = very good

112. I am

1 = female 2 = male.

113. My racial/ethnic group is

1 = American Indian or Alaskan Native.
2 = Asian or Pacific Islander.
3 = African-American (not of Hispanic origin).
4 = Hispanic.
5 = White (not of Hispanic origin).
6 = Other.

114. I am a(n):

1 = officer
2 = warrant officer
3 = enlisted member
4 = Federal civilian employee (DoD affiliated)
5 = Federal civilian employee (not DoD affiliated)
6 = other (e.g., private civilian, State employee)

115. If enlisted, what pay grade?

1 = E1 - E3
2 = E4 - E5
3 = E6
4 = E7
5 = E8 - E9
6 = Not enlisted

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116. If warrant officer, what pay grade?

- 1 = W1
- 2 = W2
- 3 = W3
- 4 = W4
- 5 = W5
- 6 = not a warrant officer

117. If commissioned officer, what pay grade?

- 1 = O1-O2
- 2 = O3
- 3 = O4
- 4 = O5
- 5 = O6 or above
- 6 = not a military officer

118. My age is

- 1 = under 20 years.
- 2 = 20 - 25.
- 3 = 26 - 30.
- 4 = 31 - 40.
- 5 = 41 - 50.
- 6 = 51 or over.

119. My Branch of Service is:

- 1 = Air Force.
- 2 = Army.
- 3 = Navy.
- 4 = Marine Corps.
- 5 = Coast Guard.
- 6 = Federal Civil Service.

120. My organization is best described as:

- 1 = Active duty military (including Coast Guard)
- 2 = Reserves (including Coast Guard)
- 3 = National Guard
- 4 = DoD Federal Civilian
- 5 = Non-DoD Federal Civilian
- 6 = Other

121. If GS or GM civilian employee, what pay grade?

- 1 = GS 1-4
- 2 = GS 5-7
- 3 = GS 8-10
- 4 = GS/GM 11-13
- 5 = GS/GM 14-15
- 6 = not a GS or GM civilian

122. If Wage Grade civilian employee, what pay grade?

- 1 = WG 1-5
- 2 = WG 6-9
- 3 = WG 10-13
- 4 = WG 14-16
- 5 = WG 17-18
- 6 = not a Wage Grade civilian

123. If SES civilian employee, what pay grade?

- 1 = SES 1-2
- 2 = SES 3-4
- 3 = SES 5-6
- 4 = not an SES civilian

124. If you are a member of the National Guard or Reserves, how would you classify your duty?

- 1 = Weekends and annual training only
- 2 = Individual Mobilization Augmentee
- 3 = Technician
- 4 = Active Guard/Reserve
- 5 = Other Guard or Reserve employee
- 6 = I am not a Guard or Reserve member

WAIT...HAVE YOU WRITTEN YOUR ADMIN. NO. (PAGE 3) ON YOUR RESPONSE SHEET? IF NOT, PLEASE DO SO NOW. Please provide any written comments on a separate sheet of paper addressed to Defense Equal Opportunity Management Institute, Directorate of Research. THEN, SEAL YOUR ANSWER SHEET, QUESTIONNAIRE, AND ANY WRITTEN COMMENTS IN AN ENVELOPE AND RETURN THE ENVELOPE TO YOUR SURVEY ADMINISTRATOR. You may send comments regarding this questionnaire directly to:

Directorate of Research
Defense Equal Opportunity Management Institute
Patrick Air Force Base, FL 32925-3399